

Reading Horizons Correlation for Kindergarten

Oklahoma Academic Standards for English Language Arts

Reading Horizons Discovery® employs a structured approach to provide systematic, explicit instruction while integrating listening, speaking, reading, and writing. The emphasis of instruction is on phoneme awareness, sound-symbol correspondences, patterns and conventions of print, and the morphological, syntactical, and semantical aspects of language. This proven method provides students with the solid foundation that is necessary for proficient reading and writing.

Reading Horizons Vocabulary Terms

The following terms will be used throughout the correlation to illustrate the diverse ways in which Reading Horizons product offerings meet the listed standards.

1. **Dictation** is an interactive, multisensory process that is vital to the proper implementation of the Reading Horizons method. It can be performed one-on-one, in small groups, or with an entire class; in all cases, it should be a part of every skill lesson's classroom instruction. First, the leader provides a sound, letter name, slide, or word by extending his or her hands outward from the mouth to the class twice in a row. The students "catch" the offering with their outstretched hands and bring it forward to their ears. The process then reverses with the class sending the word twice and the teacher receiving it. Then, the class writes and marks (or proves) the letter, slide, or word while the teacher provides (when possible) a context sentence. Next, the students display their answers while the teacher formatively assesses and provides corrective feedback where needed. Finally, the teacher and students place their fingers beneath what they have written and read it aloud twice in a row, making sure to keep their eyes on what they are reading.
2. **Eraser Game** can be played after every instance of dictation. This game is a simple way to reinforce concepts and to provide opportunities for students to follow directions and identify skills that are of particular concern to the teacher. Students should erase words based on the instructions given by the teacher. Students can erase words based on a sound or letter at the beginning, middle, or end of a word. Teachers can increase the difficulty by having students erase words based on definition, synonym, antonym, alphabetical order, or even by the answer to a riddle. See examples below. The examples assume students have the words *jog*, *cat*, and *sun* on their boards.
 - a. Erase the word that rhymes with *fog*.
 - b. Erase the word that has the same vowel sound as the word *map*.
 - c. Erase the word that means *a bright star near our planet that gives light*.
3. **Letter Formation Pages** provide opportunities for students to practice proper letter formation.

4. **Letter Formation Transfer Cards** accompany the Kindergarten Teacher’s Kit. These cards show proper letter formation in large print. These cards can be used to help students practice proper letter formation.
5. **Little Books** are controlled-vocabulary fiction and non-fiction stories and passages with original illustrations. Each skill lesson has an accompanying Little Book to provide students with the opportunity to reinforce and transfer concepts to connected text as students progress through the course.
 - a. Sample Little Book: [In the Nest](#)
 - b. Sample Little Book: [Chip and the Fish](#)
6. **Most Common Words**, also referred to as high-frequency or sight words, are taught throughout the *Reading Horizons Discovery*® program. The Most Common Words (MCWs) taught in this program include high-frequency words derived from Fry’s Instant Words List and are introduced in order of frequency. They are presented early on so that students can begin reading words in context sentences. They are not just memorized but are approached from a linguistic standpoint.
 - a. There are 30 MCWs taught across eight lessons in the Kindergarten track.
 - b. There are 300 MCWs taught across 22 lessons in the grades 1-3 tracks. There are 10 to 20 words in each list.

MCWs appear in sentences on Transfer Cards (see Student Transfer Cards below). Printable Word Wall and Flash Cards are available on the teacher resource website *Reading Horizons Accelerate*® at www.rhaccelerate.com.

7. **Practice Pages** are a collection of blackline masters that correlate with the *Reading Horizons Discovery*® lessons. They have been developed to provide additional practice and skills reinforcement.
8. ***Reading Horizons Discovery*®** refers to the suite of products in the strategy-based K-3 reading program. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
 - a. [Reading Horizons Method Overview](#)
 - b. Sample Lesson: [Phonemic Awareness: Rhyming Words](#)
 - c. Sample Lesson: [Vowel E](#)
 - d. Sample Lesson: [Special Vowel Combination -NG](#)
9. ***Reading Horizons Discovery*® Spelling Supplement** refers to the suite of products that flip the decoding skills taught in the reading program to teach students how to spell words. There are individual kits for each grade level in grades 1-3. Each kit contains direct instruction materials, pretests, posttests, writing prompts, cloze passages, sort and spell activities, and more.

10. **Reading Horizons Elevate**® refers to the suite of products in the strategy-based reading program designed for grades 4 and up. Scripted, non-consumable, direct instruction materials empower teachers to teach effectively right away. Engaging, interactive software allows students the freedom to work at their own pace and receive highly differentiated reading instruction while learning skills that drastically decrease reading, spelling, and pronunciation errors.
11. **Reading Records** are used with Little Books (see above) to provide an additional way to assess mastery of skills taught in the *Reading Horizons Discovery*® program. Reading Records can be administered to individual students as often as at the conclusion of every skill lesson, or less often to periodically measure cumulative mastery of previously taught skills. Reading Records can be used to
 - a. assess student mastery of instruction.
 - b. analyze student reading behavior as they orally read connected text.
 - c. observe how students independently transfer strategies and skills to decode and comprehend text.
 - d. guide instruction by identifying specific areas of need.
 - e. identify skills students utilize when encountering words that they don't automatically recognize.
 - f. determine whether or not students are relying solely on whole word memorization when reading.
 - g. measure progress over time as RHD skills become more complex.
 - h. determine areas of proficiency or instructional need regarding rate, accuracy, metacognition, and comprehension.

A Reading Record form accompanies each Little Book. Forms for shorter books contain the entire text from each book. As books get longer, only the first 100-150 words of text from each book are printed on the form. The Reading Record forms are generally similar to traditional running record forms with a few notable differences in the way reading behaviors are analyzed on the word level in relation to decodable text.

12. **Skill Checks** are designed as one-on-one assessments of skills taught. Skill Checks help the teacher determine areas of strength as well as areas in which extra help is necessary.
13. **Student Transfer Cards** contain words and sentences that are designed to provide students with opportunities to learn to recognize the print form of the same sounds they were taught during the lesson. All words and sentences on the Transfer Cards are vocabulary controlled to include, but not exceed, the skills taught to that point in the program. Students can read and mark (or prove) the words on the card. Once isolated words have been marked and read, the sentences at the bottom of the card can be read aloud for fluency and comprehension.
14. **Transfer Cards** is a generic term that refers to both Student and Whole Class Transfer Cards.

15. **Whole Class Transfer Cards** are designed to facilitate automaticity in the recognition of the spelling patterns of the English language and the sounds they represent. Whole Class Transfer Cards can be projected and are meant to be read chorally by the class after they have completed the Guided Practice and Dictation section of the instruction. Skills on the Whole Class Transfer Cards progress from sound to slide to word and, finally, to sentence and passage.

Standard 1: Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will develop and apply effective communication skills through speaking and active listening.	
K.1.R.1 Students will actively listen and speak using agreed-upon rules for discussion with guidance and support.	Many games in the <i>Games Supplement</i> provide opportunities for students to listen actively, speak, and follow rules. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice these skills.
K.1.R.2 Students will ask and answer questions to seek help, get information, or clarify information presented orally or through text or other media with guidance and support.	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
K.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.	Many games in the <i>Games Supplement</i> provide opportunities for students to engage in collaborative discussions. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
K.1.R.4 Students will follow one and two-step directions.	The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
Writing	
Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
K.1.W.1 Students will orally describe personal interests or tell stories, facing the audience and	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.

speaking clearly in complete sentences, and following implicit rules for conversation, including taking turns and staying on topic.	
K.1.W.2 Students will work respectfully with others with guidance and support.	Many games in the <i>Games Supplement</i> provide opportunities for students to work respectfully with others. The process of Dictation, Little Books, Practice Pages, and Transfer Cards can all be used to practice this skill.
Standard 2: Reading Foundations	
Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Standard	<i>Reading Horizons Discovery</i>[®]
Phonological Awareness	
Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.	
K.2.PA.1 Students will distinguish spoken words in a sentence.	Many games in the <i>Games Supplement</i> , including Clap the Words and How Much is That Sentence?, provide opportunities for students to distinguish spoken words in a sentence.
K.2.PA.2 Students will recognize and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.	<p>The lesson Phonemic Awareness: Rhyming Words provides a scripted lesson for teaching rhyme. Other lessons, like those that cover Special Vowel Combinations that end in <i>-ll</i>, <i>-ng</i>, and <i>-nk</i>, reinforce rhyme and provide opportunities for practice.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
K.2.PA.3 Students will isolate and pronounce the same initial sounds in a set of spoken words (i.e., alliteration) (e.g., “the puppy pounces”).	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>

<p>K.2.PA.4 Students will recognize the short or long vowel sound in one-syllable words.</p>	<p>Short vowel sounds are taught in Lessons 2, 16, 23, 31, and 35. Long vowel sounds are taught in Lesson 57: Short and Long Vowels.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>K.2.PA.5 Students will count, pronounce, blend, segment, and delete syllables in spoken words.</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process. In keeping with current research emphasized most recently by Dr. David Kilpatrick and others, scripted phonological awareness activities are being developed to teach this advanced skill. They will be available on rhaccelerate.com as they are completed.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>K.2.PA.6 Students will blend and segment onset and rime in one syllable spoken words (e.g., Blending: /ch/ + at = chat; segmenting: cat = /c/+ at).</p>	<p>Blending and segmenting are skills that are taught in various lessons in the Phonemic Awareness section at the beginning of the manuals.</p> <p>Blending and segmenting onsets and rimes can also be taught and reinforced in lessons 50-52 as students learn the Special Vowel Combinations that constitute specific rimes (e.g., <i>-ell, -ing, -onk</i>).</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>K.2.PA.7 Students will blend phonemes to form one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /a/ /s/ /t/= fast).</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It is also covered in Lesson 8: Building Words. Teachers can reinforce this aspect of phonological awareness during the process of Dictation.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>K.2.PA.8 Students will segment phonemes in one syllable spoken words with 3 to 5</p>	<p>This skill is explicitly taught in the lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds as well as Phoneme Blending and Segmentation. It</p>

<p>phonemes (e.g., “fast” = /f/ /a/ /s/ /t/).</p>	<p>is also covered in Lesson 8: Building Words. Teachers can reinforce this aspect of phonological awareness during the process of Dictation.</p> <p>The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>K.2.PA.9 Students will add, delete, and substitute phonemes in one-syllable spoken words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog”).</p>	<p>The explicit lesson Phonemic Awareness: Phoneme Isolation of Initial, Final, and Medial Sounds provides the background to this process.</p> <p>In addition, the phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i>.</p>
<p>Print Concepts</p>	
<p>Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	
<p>K.2.PC.1 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p>	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, and Practice Pages provide ample opportunities for students to practice this skill.</p>
<p>K.2.PC.2 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.</p>	<p>Beginning in Lesson 8: Building Words, students use letters to spell words. Scripted letter instruction lessons walk students through the process of mastering a letter before using it in a word. Daily Dictation practice provides opportunities for teachers to reinforce specific letters and letter sequences and word meaning on both the word and sentence level. In addition, decodable Little Books and Transfer Cards provide students with opportunities to read words and sentences comprised of orthographic patterns taught in corresponding lessons.</p>
<p>K.2.PC.3 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.</p>	<p>These skills are taught and practiced in the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me?. Little Books provide practice opportunities throughout the course. Students apply this knowledge daily during word and sentence Dictation.</p>
<p>K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.</p>	<p>Text contained in each Little Book (e.g., <i>Who Can Dunk Bill?</i>), as well as sentences on each Transfer Card, provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in</p>

	their own writing.
K.2.PC.5 Students will recognize that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).	These skills are taught and practiced in the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? . Little Books provide practice opportunities throughout the course. Students apply this knowledge daily during word and sentence Dictation.
K.2.PC.6 Students will recognize the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.	<p>Little Books provide ample opportunities for students to practice and demonstrate this skill. The following lessons explicitly teach these concepts.</p> <p>Lesson 11: Capitalization teaches students to capitalize the first word in a sentence. Lesson 18: Punctuation and Lesson 25: Sentence Structure teach students to use punctuation at the end of a sentence. Students can practice proper capitalization and punctuation through sentence dictation as well as with each lesson’s accompanying Practice Pages.</p>
Phonics and Word Study	
Students will decode and read words in context and isolation by applying phonics and word analysis skills.	
K.2.PWS.1 Students will identify all uppercase and lowercase letters.	Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach how to form upper/lowercase of all letters of the alphabet. Letter Formation Pages, Letter Formation Transfer Cards, and Practice Pages provide ample opportunities for students to practice this skill.
K.2.PWS.2 Students will sequence the letters of the alphabet.	This skill is taught in Lesson 38: Alphabetical Order. Practice Pages provide ample opportunities for students to practice this skill. The skill taught in the above lesson can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i> .
K.2.PWS.3 Students will produce the primary or most common sound for each consonant, short and long vowel sound (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/).	<p>Lessons 2, 3, 5–7, 12–16, 19–23, 26–31, and 33–37 teach all letters of the alphabet. Letter instruction includes name of the letter, sound of the letter, and uppercase and lowercase formation.</p> <p>Lessons 2, 16, 23, 31, and 35 introduce each vowel and its short sound. Lesson 57: Short and Long Vowels introduces the long sound of each vowel providing students with opportunities to develop the ability to identify long and short vowel sounds in words comprised of open, closed, silent e, and vowel team syllable patterns.</p> <p>Daily Dictation practice provides opportunities for students to demonstrate knowledge</p>

	of each consonant and its most frequently occurring sound. The phonological skills taught in the above lessons can be practiced, reinforced, and assessed daily through the use of games (like the Eraser Game and many others) described in the <i>Games Supplement</i> .
K.2.PWS.4 Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words= at, in, up; CVC words = pat, hen, lot).	Lesson 8: Building Words teaches the basic sequence of building CVC words. Students practice transferring those skills to VC words as well. As more skills are taught, students learn how to use those skills to build longer words, including CCVC and CVCC words. These skills can be reinforced in many ways: Transfer Cards, Little Books, Skill Checks, games, and Practice Pages.
Fluency	
Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
K.2.F.1 Students will read first and last name in print.	Lessons 2, 16, 23, 31, and 35 introduce each vowel and its short sound. Lesson 57: Short and Long Vowels introduces the long sound of each vowel providing students with opportunities to develop the ability to identify long and short vowel sounds in words comprised of open, closed, silent e, and vowel team syllable patterns. In many cases, the phonological skills taught in the above lessons can be applied to aiding students in reading and writing their own names.
K.2.F.2 Students will read common high frequency grade-level words by sight (e.g., <i>not, was, to, have, you, he, is, with, are</i>).	Most Common Words Lessons 10, 17, 24, 32, 40, 41, 48, and 53 teach 32 high–frequency words based on the most frequently used words from Fry’s Instant Words list. These words are used, and the skills are reinforced, in Transfer Cards and Most Common Words Cards. Teachers can use Skill Checks to assess student knowledge of these words. The skills taught in the above lessons can be practiced, reinforced, and assessed using Most Common Words Cards, Most Common Words Assessments, Chapter Tests, Skill Checks, Transfer Cards, Practice Pages, daily Dictation, and Little Books.
Standard 2: Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
Standard	<i>Reading Horizons Discovery</i> [®]

Reading

Students will read and comprehend increasingly complex literary and informational texts.

K.2.R.1 Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.

Little Books (e.g., *Glen*) and their corresponding comprehension questions provide ample opportunities to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.

K.2.R.2 Students will discriminate between fiction and nonfiction/informational text with guidance and support.

Both fiction and nonfiction titles are included in the library of Little Books. More books are currently being written to support the goal of 50% nonfiction by 2022.

K.2.R.3 Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.

Little Books (e.g., *Who Can Dunk Bill?*) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

K.2.W.1 Students will begin to develop first drafts by expressing themselves through drawing and emergent writing.

Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., *The Stink*). Writing prompts, available in [Student Packets](#), feature a variety of writing types including narrative, opinion, and informational.

K.2.W.2 Students will begin to develop first drafts by sequencing the action or details of stories/texts.

Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., *Lunch*). Writing prompts, available in [Student Packets](#), feature a variety of writing types including narrative, opinion, and informational.

K.2.W.3 Students will begin to edit first drafts using appropriate spacing between letters and words.

Text contained in each Little Book (e.g., *Who Can Dunk Bill?*), as well as sentences on each Transfer Card, provide teachers with the opportunity to reinforce this concept daily. In addition, Sentence Dictation allows students to practice and master this skill in their own writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Standard	Reading Horizons Discovery®
Reading	
Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
K.3.R.1 Students will name the author and illustrator, and explain the roles of each in a particular story.	In addition to the direct instruction lessons How to Read a Book and The Parts of a Book: What Can They Tell Me? , Little Books (e.g., <i>Mud</i>) can be used to discuss the roles of authors and illustrators.
K.3.R.2 Students will describe characters and setting in a story with guidance and support.	Little Books (e.g., <i>Brad's Pet</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
K.3.R.3 Students will tell what is happening in a picture or illustration.	Little Books (e.g., <i>Fran and Bret</i>) and their corresponding comprehension questions can be used to practice this skill. Corresponding Reading Records can be used to record information specific to how students demonstrate this skill.
K.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading or other text experiences with guidance and support.	Little Books (e.g., <i>Miss Fluff</i>), their corresponding comprehension questions, and Reading Records can be used to practice this skill.
Writing	
Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
K.3.W Students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion with guidance and support.	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., <i>Chip and the Fish</i>). Writing prompts, available in Student Packets , feature a variety of writing types including opinion, narrative, and informative.
Standard 4: Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
Standard	Reading Horizons Discovery®

Reading

Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

K.4.R.1 Students will acquire new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge with guidance and support.

Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.

K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.

In addition to other texts, Little Books and their corresponding comprehension questions can be used to practice this skill.

K.4.R.3 Students will name and sort pictures of objects into categories based on common attributes with guidance and support.

Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.

Writing

Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

K.4.W.1 Students will use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.

Lesson 18: Punctuation teaches end punctuation. Lesson 25: Sentence Structure teaches complete sentences. Practice Pages, daily sentence Dictation, and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.

K.4.W.2 Students will select appropriate language according to purpose with guidance and support.

Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary. Writing prompts, available in [Student Packets](#), provide students opportunities to use acquired vocabulary in their writing.

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Standard

Reading Horizons Discovery[®]

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
K.5.R.1 Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading.	There are ample opportunities for students to demonstrate their knowledge of the language constructs and conventions that are taught throughout the sequence of instruction. Writing, speaking, reading, and listening activities are presented daily throughout the program. Some of these activities are included in the <i>Reading Horizons Discovery</i> ® Software. There are too many to list here.
K.5.R.2 Students will recognize concrete objects as persons, places or things (i.e., nouns).	Lesson 42: Nouns teaches nouns. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
K.5.R.3 Students will recognize words as actions (i.e., verbs).	Lesson 49: Verbs teaches action verbs. Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
K.5.R.4 Students will group pictures and/or use movement to determine spatial and time relationships such as up, down, before, and after.	Vocabulary is emphasized in each lesson throughout the course of instruction. Teachers are trained to teach word meaning and provide context sentences as students are exposed to new vocabulary.
Writing	
Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication	
K.5.W.1 Students will capitalize, with guidance and support: <ul style="list-style-type: none"> ● their first name ● the pronoun “I.” 	Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i> . Practice Pages and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
K.5.W.2 Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark.	Lesson 11: Capitalization teaches students to capitalize the first word in a sentence and the pronoun <i>I</i> . Lesson 18: Punctuation teaches end punctuation. Lesson 25: Sentence Structure teaches complete sentences. Practice Pages, daily sentence Dictation and other activities associated with each lesson provide students with the opportunity to practice and demonstrate this skill through verbal and written response.
Standard 6: Research	

Students will engage in inquiry to acquire, refine, and share knowledge.	
Standard	<i>Reading Horizons Discovery</i> [®]
Reading	
Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
K.6.R.1 Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
K.6.R.2 Students will identify graphic features to understand a text including photos, illustrations, and titles to understand a text.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
Writing	
Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
K.6.W.1 Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
K.6.W.2 Students will find information from provided sources during group research with guidance and support.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
Standard 7: Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Standard	<i>Reading Horizons Discovery</i> [®]
Reading	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	

K.7.R.1 Students will recognize formats of print and digital text with guidance and support.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
K.7.R.2 Students will explore how ideas and topics are depicted in a variety of media and formats.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
Writing	
Students will create multimodal texts to communicate knowledge and develop arguments.	
K.7.W.1 Students will use appropriate technology or media to communicate with others with guidance and support.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
K.7.W.2 Students will use appropriate props, images, or illustrations to support verbal communication.	With teacher support, students can apply the skills they learn throughout the <i>Reading Horizons Discovery</i> [®] program to demonstrate the skills listed in this standard.
Standard 8: Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Standard	<i>Reading Horizons Discovery</i>[®]
Reading	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
K.8.R Students will demonstrate interest in books during read-alouds and shared reading, and interact independently with books.	Little Books (e.g., <i>Jan and Nan</i>) provide ample opportunities to practice this skill.
Writing	
Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
K.8.W Students will express their ideas through a combination of drawing and emergent writing	Students have the opportunity to practice and demonstrate this skill through written response to the text in each Little Book (e.g., <i>Chip and the Fish</i>). Writing prompts,

with guidance and support.

available in [Student Packets](#), feature a variety of writing types including opinion, narrative, and informative.